आचार्यपरम्परायै समर्पितम्

अथाधिविद्यम्।

आचार्यः पूर्वरूपम्। अन्तेवास्युत्तररूपम्। विद्या सन्धिः। प्रवचनं सन्धानम्।

इत्यधिविद्यम्।

- तैत्तिरीयोपनिषद्, शिक्षावल्ली, तृतीयानुवाकः

कृतज्ञताविष्करणम्

संस्कृतभाषायाः तच्छास्त्राणाञ्च अधिगमपरिणाम-आधारितपाठ्यचर्यारूपरेखायाः (LOCF) निर्माणे संलग्नानां विभिन्नानां समितीनां च कृते हार्दिकीं कृतज्ञतां प्रकटयामः।

पारम्परिकसंस्कृतज्ञानपरम्पराणां समकालीनशैक्षणिकमानकैः सह समन्वयने बहुमूल्यविचारं विद्वद्योगदानञ्च दत्तवत्यै तथा निरन्तरप्रयासं कृतवत्यै विश्वविद्यालय-अनुदान-आयोगस्य (UGC) संस्कृतभाषायाः अधिगमपरिणाम-आधारितपाठ्यचर्यारूपरेखासमित्यै, पाठ्यचर्याविकाससमित्यै, समन्वयसमित्यै च विशेषतया कृतज्ञाः स्मः।

विश्वविद्यालय-अनुदान-आयोगेन (UGC) तथा UGC LOCF सञ्चालनसमित्याः अध्यक्षाभिः समये समये पाठ्यचर्यायाः गुणवत्तावर्धनाय एवं तस्याः प्रासंगिकतां च सुनिश्चेतुम् अपेक्षितं मार्गदर्शनं साहाय्यं च विहितं वर्तते। तदर्थं हार्दिकीं कृतज्ञताम् आविष्कुर्मः।

एतस्याः रूपरेखायाः निर्माणे संशोधने च स्ववैदुष्यम् उपयुज्य निर्दुष्टायाः पाठ्यचर्यायाः सम्पादने परामर्शदातॄभ्यः पाठ्यचर्यानिर्मातॄभ्यः च समेभ्यः विद्वद्भ्यः, शिक्षाविद्भ्यः, समीक्षकेभ्यः च हार्दिकीं कार्तज्ञ्यपरम्परां विनिवेदयामः।

केन्द्रीयसंस्कृतविश्वविद्यालयस्य सहयोगेन अस्याः ***अ.प.पा.रूपरेखायाः*** निर्माणमभवत्।

Acknowledgement

We express our sincere gratitude to the various committees involved in the preparation of the Learning Outcomes-based Curriculum Framework (LOCF) in Sanskrit and its Shastras.

We are especially thankful to the UGC LOCF Committee (Sanskrit), Curriculum Development Committee, and the Coordination Committee for their valuable insights, scholarly contributions, and tireless efforts in aligning traditional Sanskrit knowledge systems with contemporary academic standards.

We also acknowledge the guidance and support provided by the University Grants Commission (UGC) and Chairperson, UGC Steering committee, LOCF, in facilitating collaborative academic discourse and ensuring the quality and relevance of the curriculum. Our heartfelt thanks go to all scholars, educators, and reviewers who participated in the consultative processes, contributing their expertise to enrich this framework.

This ***LOCF*** is prepared with the assistance of ***Central Sanskrit University.***

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संसदः अधिनियमेन स्थापितः
Central Sanskrit University
Established by an Act of Parliament

CSU/VC-102/2025-26/92

Date – 18.06.2025
आ.कृष्णसप्तमी, वि.सं. 2082

Foreword

Sanskrit For Future

It is a matter of immense pride and privilege to present the Learning Outcomes-Based Curriculum Framework (LOCF) for Sanskrit and its Shastras, developed under the aegis of the University Grants Commission (UGC). This initiative marks a landmark in the history of Sanskrit education, providing a structured, learner-centric, and globally aspirational curriculum that aligns harmoniously with the transformative vision of the National Education Policy (NEP) 2020.

Sanskrit is not merely a language; it is a rich source of knowledge and a discipline of many disciplines. It is a gateway to India's vast, time-tested knowledge systems (IKS), embracing philosophy, science, linguistics, mathematics, and artistic expression. This LOCF encapsulates the grandeur of Sanskrit's intellectual traditions while addressing the dynamic demands of contemporary higher education.

The primary objective of this curriculum is to make Sanskrit an aspirational discipline for the youth of today, instilling a deep understanding of its rich intellectual traditions while applying its knowledge to solve contemporary problems. It seeks to empower young learners not only to appreciate their linguistic and cultural heritage but also to utilise Sanskrit's unique perspectives to innovate and contribute to fields such as education, technology, health care, environmental sustainability, legal studies and governance.

This framework has been meticulously designed by a large team of scholars who collectively contributed to nearly 800 courses across 5 streams Majors, Minors, Multi-Disciplinary, Skill Enhancement, and Value-Added to provide flexible academic pathways. It aims to produce graduates who are proficient in classical knowledge, equipped with modern skills and able to act as a bridge between India's rich past and its future aspirations.

Additionally, this framework encourages the importance of Sanskrit as a medium of instruction to achieve Sanskrit teaching in Sanskrit. It promotes for the use of Simple Standard Sanskrit in classrooms, thereby strengthening the linguistic skills and deepening understanding of the discipline. It bridges the timeless wisdom enshrined in Sanskrit texts with the technological innovations of the modern era, fostering employability, critical thinking, interdisciplinary engagement, and research aptitude among learners.

I am grateful to the distinguished members of the UGC-constituted LOCF Committee, the sub-committees across all Sanskrit disciplines, the Co-ordination Committee, and all dedicated scholars and educators who contributed their expertise in crafting this comprehensive framework.

Let this framework inspire a new generation of learners and thinkers, rooted in tradition, equipped for innovation, and prepared to lead responsibly in the ever-evolving world.

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KEY INFORMATION REGARDING THE PROGRAM FRAMEWORK

This LOCF of B.A. Hons. Double Majors is being presented as follows: -

1. ***Introduction***
2. ***Part – I (B.A. Hons. Sanskrit and Linguistics, Sanskrit and Defence Studies etc.)***
3. ***Part – II (Other Courses like MDs, SECs, VACs, AECs etc.)***

The Introduction Part consists Making Sanskrit Aspirational, Promoting Sanskrit through Functional Integration, Not Isolation, etc.

Part - I consist B.A. Hons. Sanskrit and Linguistics, Sanskrit and Defence Studies etc., which includes Major Courses and Minor Courses. These components are organized under the following nomenclature:

- **Major 1.1**
- **Minor 1.A.1**

The Major Courses follow a specific serial format such as Major 1.1, Major 2.1, etc., where the first digit denotes the year of the program and the second digit indicates the course number within that year.

For Minor Courses, an alphanumeric pattern such as Minor 1.A.1, Minor 2.A.1, etc., is used. Here, the first digit represents the year, the second digit corresponds to the course number, and the inclusion of the letter "A" distinctly marks it as a Minor Course.

Part - II consists other important Multi-Disciplinary Courses (MDs), Skill Enhancement Courses (SECs) and Value-Added Courses (VACs). These components are organized under the following nomenclature:

- **MD 1**
- **SEC 1**
- **VAC 1**

In the case of ***MDs, SECs***, and ***VACs*** courses, the numeric identifiers reflect only the serial order of the respective courses and do not denote academic year or sequence.

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MDs, SECs, VACs, AECs etc. .....

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INTRODUCTION

LOCF-BASED UG PROGRAMMES WITH DOUBLE MAJORS IN SANSKRIT

The proposed **B.A. Hons. Double-Major Programmes in Sanskrit**, framed under the **LOCF and NEP 2020**, aim to re-envision Sanskrit as an **aspirational, inclusive, and future-ready knowledge system**. By integratively pairing Sanskrit with contemporary disciplines such as Linguistics, Journalism, Psychology, Social Sciences, Tourism, Translation, Defence Studies etc., the programmes restore Sanskrit's classical role as an interdisciplinary and applied medium of knowledge. Rooted in Indian Knowledge Systems yet aligned with modern pedagogical frameworks, they emphasize skill development, research orientation, ethical leadership, community outreach, and global engagement. The programmes seek to nurture culturally grounded, intellectually rigorous, and socially responsible graduates capable of contributing meaningfully to contemporary academia, professions, and society.

SANSKRIT IS DISCIPLINE OF THE DISCIPLINES

Sanskrit is not just a classical language; It is the **"discipline of the disciplines."** it is the **intellectual and cultural foundation** of India's civilizational wisdom. Revered for its precision, depth and spiritual resonance, Sanskrit has long been a **discipline that houses and nurtures multiple other disciplines** within it. Hence, it is rightly referred to as a **"discipline of the disciplines."**

Sanskrit literature encompasses knowledge systems ranging from **grammar, logic and metaphysics to medicine, mathematics, astronomy and psychology**. The structure of Sanskrit education can be broadly categorized into three significant streams, each contributing uniquely to the

promotion and dissemination of this vast knowledge tradition -

1. General Sanskrit Studies

This area includes **undergraduate (BA) and postgraduate (MA) programs** in Sanskrit that focus on providing a **broad-based foundation** in the language, its literature and historical development. Students are introduced to:

- Sanskrit grammar
- Classical and modern Sanskrit literature
- Poetics and metrics
- Darshan (Philosophy)
- Linguistics and comparative philology
- Ved and Vedang

These programs aim to **create awareness and appreciation** of Sanskrit's richness and its influence on Indian culture, spirituality and intellectual traditions. They serve as a stepping stone for deeper explorations into Sanskrit studies.

2. Shastric Studies

This stream focuses on the **traditional śāstra-based education system**, covering rigorous study and interpretation of ancient texts. It includes BA and MA programs specializing in:

- **Vyakaraṇa**
- **Sāhitya (Classical Literature and Poetics)**
- **Darśana**
- **Jyotiṣa**
- **Veda**
- **Puran - Ithihas**

This stream embodies the **core intellectual traditions of India** and produces scholars who are custodians and carriers of the traditional Indian knowledge systems (IKS).

3. Double Major Sanskrit Studies

Recognizing the modern relevance and the **interdisciplinary potential of Sanskrit**, the **Double Major Sanskrit Studies** are being proposed. Programs that combine Sanskrit with contemporary fields come under this category, such as:

- **B.A. Hons. (Sanskrit and Social Sciences)**
- **B.A. Hons. (Sanskrit and Travel and Tourism)**
- **B.A. Hons. (Sanskrit and Sanskrit Linguistics)**
- **B.A. Hons. (Sanskrit and Journalism)**
- **B.A. Hons. (Sanskrit and Translation studies)**
- **B.A. Hons. (Sanskrit and Psychology and well-being)**
- **B.A. Hons. (Sanskrit and Defence Studies)**

These courses **bridge ancient wisdom with modern disciplines**, making Sanskrit not only relevant but also **integral to future innovation**.

Thus, Sanskrit as a discipline **encompasses a wide spectrum of knowledge systems**—traditional and contemporary.

General Sanskrit Discipline				
S.No.	**Programme**	**Courses**	**Credits**	**Remarks**
1	B.A. Hons. (Sanskrit)		160	
Shastric Discipline				
S.No.	**Programme**	**Courses**	**Credits**	**Remarks**
1	B.A. Hons. (Sahityam)		160	
2	B.A. Hons. (Vyakaranam)		160	
3	B.A. Hons. (Darshanam)		160	
4	B.A. Hons. (Vedanta)		160	
5	B.A. Hons. (Advaita Vedanta)		160	

6	B.A. Hons. (Vishishtadvaita Vedanta)		160	
7	B.A. Hons. (Dvaita Vedanta)		160	
8	B.A. Hons. (Akshara-purushottama Darshanam)		160	
9	B.A. Hons. (Bauddha Darshanam)		160	
10	B.A. Hons. (Jain Darshanam)		160	
11	B.A. Hons. (Mimamsa)		160	
12	B.A. Hons. (Nyaya & Vaisheshika)		160	
13	B.A. Hons. (Sankhya Yoga)		160	
14	B.A. Hons. (Ved-Karmakanda-Paurohitya)		160	
15	B.A. Hons. (Siddhanta Jyotisha)		160	
16	B.A. Hons. (Phalita Jyotisha)		160	
17	B.A. Hons. (Vastu Shastra)		160	
18	B.A. Hons. (Temple Culture & Management)		160	
19	B.A. Hons. (Purana Itihasa)		160	
Double Major Programs				
S.No.	**Programme**	**Courses**	**Credits**	**Remarks**
1	B.A. Hons. (Sanskrit and Social Sciences)		160	
2	B.A. Hons. (Sanskrit and Travel and Tourism)		160	
3	B.A. Hons. (Sanskrit and Sanskrit Linguistics)		160	
4	B.A. Hons. (Sanskrit and Journalism)		160	
5	B.A. Hons. (Sanskrit and Translation studies)		160	
6	B.A. Hons. (Sanskrit and Psychology and well-being)		160	
7	B.A. Hons. (Sanskrit and Defence Studies)		160	

MAKING SANSKRIT ASPIRATIONAL:
REPOSITIONING SANSKRIT IN CONTEMPORARY HIGHER EDUCATION

The proposed B.A. Hons. Double-Major Programmes seek to decisively transform Sanskrit from a perceived classical or heritage-bound discipline into an aspirational, future-oriented academic choice. In modern education, aspiration is closely tied to relevance, mobility, and applicability. These programmes consciously align Sanskrit learning with contemporary domains such as Journalism, Psychology, Social Sciences, Defence Studies, Tourism, Linguistics, Translation Studies etc., thereby enabling learners to visualize Sanskrit as a living intellectual resource rather than a textual tradition.

From an IKS perspective, Sanskrit has never been isolated knowledge. Rare texts such as Kauṭilya's Arthashāstra, Śukranīti, Nāṭyaśāstra, Bṛhaspati-smṛti, and Vātsyāyana's Kāmaśāstra demonstrate applied knowledge systems dealing with governance, economics, communication, psychology, aesthetics, diplomacy, and social behaviour. These texts reflect what modern education now terms *interdisciplinary* and *applied learning*. By foregrounding such texts, the programmes challenge the misconception that Sanskrit is abstract or impractical.

Modern educational theorists like John Dewey emphasized education as preparation for social participation and problem-solving. Sanskrit education historically embodied this principle through texts like Hitopadeśa and Pañcatantra, which functioned as pedagogical tools for leadership training and ethical reasoning. Making Sanskrit aspirational, therefore, is not innovation imposed from outside, but a return to its original pedagogic intent, reinterpreted through LOCF and NEP 2020.

PROMOTING SANSKRIT THROUGH FUNCTIONAL INTEGRATION

Unlike traditional curricula that promote Sanskrit as a self-contained linguistic or literary subject, the present programmes adopt a functional integration model, where Sanskrit interacts continuously with another disciplinary domain. This reflects the epistemic structure of classical Indian education, where no discipline existed in isolation. Texts such as Tarka-saṅgraha, Nyāya-sūtra, Mīmāṃsā-sūtra, and Vaiśeṣika-sūtra reveal deep intersections between language, logic, ontology, and epistemology paralleling modern interdisciplinary frameworks.

Promotion of Sanskrit, therefore, occurs not by rhetoric but by demonstrated intellectual utility. Modern education increasingly values meta-skills critical thinking, conceptual clarity, ethical reasoning, which Sanskrit grammatical and philosophical traditions cultivate rigorously. Pāṇini's Aṣṭādhyāyī, often compared to algorithmic systems and formal grammars, provides a powerful bridge between classical linguistic precision and modern computational thinking.

Thus, Sanskrit is promoted organically as a tool of thinking, analysis, and synthesis rather than as an isolated subject requiring preservation. This integration model ensures sustainability, relevance, and academic vitality.

DOUBLE-MAJOR FRAMEWORK:
A RETURN TO CLASSICAL KNOWLEDGE ECOLOGY

The double-major structure mirrors the ancient Indian gurukula and śāstra-based education, where learners simultaneously studied grammar (Vyākaraṇa), Logic (Nyāya), Ethics (Dharmaśāstra), Aesthetics (Alaṅkāra), and Applied Sciences.

NEP 2020's emphasis on multidisciplinary education finds strong resonance here. Sanskrit functions as a conceptual anchor discipline, while the allied major provides field-specific application. This dual structure develops cognitive flexibility, systems thinking, and intellectual adaptability—skills now emphasized by global universities.

Modern comparative education recognizes that mono-disciplinary graduates often lack integrative thinking. Classical Sanskrit pedagogy avoided this limitation by ensuring cross-disciplinary exposure. The proposed programmes revive this model within a LOCF-compliant, credit-based structure, producing graduates capable of navigating complex knowledge ecosystems.

SANSKRIT FOR THE FUTURE:
KNOWLEDGE SYSTEMS, TECHNOLOGY, AND GLOBAL THOUGHT

Sanskrit's structured syntax, semantic precision, and rule-based grammar make it uniquely suited for future domains such as AI, NLP, digital humanities, and cognitive sciences. Scholars have frequently compared Aṣṭādhyāyī with formal programming languages. Texts like Śabdakaustubha and Vaiyākaraṇa-bhūṣaṇa demonstrate meta-linguistic awareness parallel to modern linguistic theory.

By integrating Sanskrit with linguistics, psychology, and social sciences, these programmes prepare students to participate in future knowledge creation. Sanskrit is thus positioned not as a relic, but as an epistemic technology a language capable of modelling reality, cognition, and ethics.

SANSKRIT FOR CONTEMPORARY SKILLS AND EMPLOYABILITY

The programmes embed skill development in translation, communication, interpretation, heritage management, and wellbeing facilitation. Texts like Arthaśāstra and Nītiśāstra offer applied governance and strategic reasoning comparable to modern public administration and defence studies.

Graduates emerge with discipline-specific competencies plus Sanskrit-enabled analytical depth, enhancing employability across sectors.

SANSKRIT FOR OUTREACH AND INCLUSIVENESS

Sanskrit as a Medium of Social Outreach

Sanskrit historically functioned as a vehicle of social communication and ethical discourse, not limited to elite circles. Narrative texts such as the Mahābhārata, Rāmāyaṇa, Pañcatantra, Hitopadeśa, and Purāṇas were consciously structured for oral transmission, public recitation, and societal instruction. This parallels modern outreach education, which emphasizes accessibility, storytelling, and community engagement.

Inclusiveness through Double Major Application

By linking Sanskrit with journalism, psychology, tourism, social sciences, and defence studies etc., learners from diverse socio-academic backgrounds find multiple entry points into Sanskrit studies. This aligns with NEP 2020's commitment to equity and inclusivity.

The proposed LOCF-based double-major programmes in Sanskrit represent a comprehensive re-envisioning of Sanskrit education for the 21st century. By integrating Sanskrit with contemporary disciplines, skill development, research orientation, outreach, and leadership training, these programmes restore Sanskrit to its original role as a living, applied, and socially engaged knowledge system. Rooted in Indian Knowledge Systems yet aligned with NEP 2020 and global academic trends, the programmes promote inclusiveness, intellectual rigor, ethical reasoning, and future readiness. Graduates are envisioned not merely as degree holders, but as culturally grounded professionals, researchers, thought leaders, and knowledge ambassadors capable of contributing meaningfully to academia, society, policy, and global discourse. Through this framework, Sanskrit becomes aspirational, contemporary, and transformative bridging tradition with innovation, and heritage with the future.

LEARNING OBJECTIVES FOR SANSKRIT EDUCATION

Some of the general objectives for Sanskrit curricula at various levels of higher education include:

- To foster holistic development by integrating interdisciplinary learning and ethical values, preparing students to face modern challenges while staying rooted in the cultural heritage of Sanskrit.
- To enhance students' skills by incorporating modern sciences and technologies, bridging the gap between traditional Sanskrit studies and contemporary fields such as digital humanities, environmental sciences and artificial intelligence.
- To promote lifelong learning by offering flexible academic pathways, skill upgrading and personalized learning experiences that empower students to adapt to personal and professional growth over time.
- To ensure equity and accessibility by offering inclusive, diverse and alternative education models that address socio-economic disparities and cater to learners from varied backgrounds.
- To focus on competency-based learning, fostering critical thinking, problem-solving and real-world application of Sanskrit knowledge.

LEARNING OUTCOMES FOR SANSKRIT EDUCATION

The learning outcomes for Sanskrit education under the LOCF framework encompass a wide range of subject-specific and general skills, ensuring that students are equipped to contribute to further academic pursuits, professional careers and responsible citizenship. Upon completing the program, students will have demonstrated the following competencies:

- **Comprehensive Knowledge of Sanskrit**: Students will acquire in-depth knowledge of Sanskrit grammar, literature and classical texts, providing a strong foundation for advanced studies in Sanskrit, Indian philosophy, linguistic and cultural studies.
- **Interdisciplinary Knowledge and Application**: Students will gain the ability to apply Sanskrit knowledge to modern challenges, including environmental sustainability, digital humanities etc. They will bridge ancient wisdom with contemporary scientific innovations.
- **Problem-Solving and Innovation**: By engaging with traditional Sanskrit texts, students will develop the ability to analyze complex problems and provide innovative solutions that integrate both ancient knowledge and modern scientific practices.
- **Ethical and Social Responsibility**: Students will understand and promote the ethical values embedded in Sanskrit, such as social justice, sustainability and universal brotherhood. They will be prepared to lead with integrity in both their personal and professional lives.
- **Research and Analytical Skills**: Sanskrit education under the LOCF framework will cultivate critical thinking, research capabilities and analytical skills, enabling students to contribute meaningfully to academic research and practical applications in various fields.

The ultimate aim of Sanskrit education through the LOCF framework is to create a new generation of scholars and professionals who can bridge the gap between ancient knowledge and modern innovations. Through the integration of Sanskrit with modern sciences, technology and ethical practices, LOCF ensures that students not only contribute to preserving the heritage of Indian Knowledge Systems (IKS) but also leverage that knowledge to address the pressing challenges of the contemporary world.

GRADUATE ATTRIBUTES IN SANSKRIT

The graduate attributes in Sanskrit education are the outline of the expected course learning outcomes mentioned in the beginning of each course. The characteristic attributes that a Sanskrit graduate will be able to demonstrate through learning various courses are listed below:

(a) Disciplinary Knowledge

Capability of executing comprehensive knowledge and understanding of one or more disciplines that form part of Sanskrit.

(b) Communication Skills

i. Ability to communicate the ideas in Simple Standard Sanskrit;
ii. Ability to show the importance of Sanskrit in the field of Sciences, Humanities, Social Sciences and Languages.
iii. Ability to communicate the idea that Sanskrit is not just language but vehicle of ancient wisdom of all the branches of knowledge.

(c) Critical Thinking

i. Ability to engage in reflective and independent thinking by understanding the concepts of ancient logic.
ii. Ability to think critically in order to analyse the rich wisdom prefunded by Rishis.

(d) Problem Solving

i. Capability to find the solutions for various problems appearing in different parts of life and applying them for proper results.
ii. Capabilities to analyse and synthesize data and derive inferences for valid conclusion;
iii. Capability to deduce a social or moral problem and apply the classroom learning into practice to offer a solution for the same;

(e) Research Related Skills

i. Ability to do inter-disciplinary or multi-disciplinary research.
ii. Ability to find out the base for todays' scientific advancements from Shastras.
iii. Ability to find the sustainable way of life as narrated in Shastras.

(f) Information and Communication Technology (ICT) Digital Literacy

Capability to use various technical ICT tools.

(g) Self-Directed Learning

Capability to work independently in diverse projects and ensure detailed study of various facets of Sanskrit.

(h) Moral and Ethical Awareness

i. Ability to ascertain unethical behaviour, falsification and manipulation of information;
ii. Ability to manage self and various social systems.

(i) Lifelong Learning

Capability of self-paced and self-directed learning aimed at personal development.

(j) Linguistic Proficiency

Strong command of Sanskrit, both in comprehension and composition.

(k) Cultural Awareness

Understanding of India's intellectual, spiritual and literary heritage.

(l) Interdisciplinary Approach

Capability to relate Sanskrit knowledge to other disciplines such as science, technology, health and policy.

QUALIFICATION DESCRIPTORS FOR SANSKRIT GRADUATES

As Sanskrit is considered as an area where we tend to study different aspects that impact the world like social, political, legal, economic, moral, etc., the qualification descriptors for a B.A. Hons. (Sanskrit) programme include the following:

- Demonstration of deeper understanding of the Sanskrit and Sanskrit Shastras.
- Application of knowledge to comprehend the rich ancient wisdom in Simple Standard Sanskrit.
- Demonstration of comprehensive knowledge of various Shastras of Sanskrit (IKS) and Contemporary Knowledge Systems.
- Demonstration of multidisciplinary approach towards Sanskrit as it has vast knowledge of disciplines like economics, politics, law, mathematics, physics, chemistry etc.
- Comprehensive knowledge about current topics and the scholarly research pertaining to chosen areas, also techniques and skills required to comprehend contemporary issues.

CREDIT DISTRIBUTION

Academic Credit: It is a unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.

Minimum Credit Requirements to Award Degree under Each Category

S. No.	Broad Category of Course	Minimum Credit Requirement as per UGC	
		3-Year UG	4-Year UG
1	Major (Core)	60	80
2	Minor Stream	24	32
3	Multidisciplinary	09	09
4	Ability Enhancement Courses (AEC)	08	08
5	Skill Enhancement Courses (SEC)	09	09
6	Value Added Courses common for all UG	06-08	06-08
7	Summer Internship	02-04	02-04
8	Research Project / Dissertation	-------	12
	Total	120	160

1. ***Major or Core*****:** It is a course of study, which should be pursued by a student as a mandatory requirement of his/her program of study.

2. ***Minor*****:** It shall be a pool of credit courses of that particular discipline (single discipline program of study) or those disciplines (multidisciplinary program of study), as the case may be, which a student chooses to study from his/her particular discipline(s).

3. ***Multidisciplinary*****:** It shall be a pool of courses which is meant to provide multidisciplinary or interdisciplinary education to students. GEs shall consist of a pool of courses offered by various disciplines of study (excluding the GEs offered by the parent discipline), in groups of odd and even semesters, from which a student can choose.

4. ***Ability Enhancement Course (AEC)*****:** AECs are the courses based upon the content that leads to knowledge enhancement through various areas of study. They are Language and Literature and Environmental Science and Sustainable Development which will be mandatory for all disciplines.

5. ***Skill Enhancement Course (SEC)*****:** SEC-s are skill-based courses in all disciplines and are aimed at providing hands-on training, competencies, proficiency and skills to students.

6. ***Value Addition Course (VAC)*****:** VAC-s are common pool of courses offered by different disciplines and aimed towards personality building; embedding ethical, cultural values; promote critical thinking, Indian Knowledge Systems, scientific temperament,

communication skills, creative writing, presentation skills and Physical education (Yoga) which will help in holistic development of students.

NHEQF Level	Qualification Title/ Nomenclature	Credit Requirement
Level 5	UG Certificate in the field of learning/discipline for those who exit after successful completion of Semester II. (Programme duration: 2 semesters of the undergraduate programme)	40
Level 6	UG Diploma in the field of learning/discipline for those who exit after successful completion of Semester IV. (Programme duration: 4 semesters of the undergraduate programme)	80
Level 7	Bachelor's Degree for those who opt for single discipline core courses and exit after successful completion of Semester VI. (Programme duration: 6 semesters)	120
Level 8	Bachelor's Degree (Honors with Research/Academic Projects/Entrepreneurship) for those who opt for single discipline core courses and exit after successful completion of Semester VIII. (Programme duration: 8 semesters)	160

PROPOSED CREDIT STRUCTURE OF UG PROGRAMME AS PER NEP-2020

	Three Year UG													Four Year UG				
Course Category	**Sem 1 Papers**	**Sem 1 Credit**	**Sem 2 Papers**	**Sem 2 Credit**	**Sem 3 Papers**	**Sem 3 Credit**	**Sem 4 Papers**	**Sem 4 Credit**	**Sem 5 Papers**	**Sem 5 Credit**	**Sem 6 Papers**	**Sem 6 Credit**	**Total Credit**	**Sem 7 Papers**	**Sem 7 Credit**	**Sem 8 Papers**	**Sem 8 Credit**	**Total Credit**
Major	3	12	3	12	3	12	3	12	2	8	1	4	60	3	12	2	8	80
Minor	0	0	0	0	1	4	1	4	2	8	2	8	24	1	4	1	4	32
Multi-disciplinary	0	0	0	0	0	0	1	3	1	3	1	3	9	0	0	0	0	9
SEC-	1	2	1	2	1	2	0	0	0	0	1	3	9	0	0	0	0	9
VAC-	1	2	1	2	1	2	1	1	1	1	0	0	8	0	0	0	0	8
AEC	1	4	1	4	0	0	0	0	0	0	0	0	8	0	0	0	0	8
Internship												2	2					2
Research Project													0		4		8	12
Total	6	20	6	20	6	20	6	20	6	20	5	20	120	4	20	3	20	160

PROPOSED ASSESSMENT FORMAT

- The proposed Assessment Framework for Double Majors B.A. Hons. (Sanskrit) and General Disciplines is as follows:

Assessment

(a) Evaluation by Semester-end examination -

1. Answers to Multiple choice questions.
2. Writing answers in one sentence.
3. Short answer questions.
4. Long answer questions.

(b) Continuous Evaluation -

The assessment should be based on any four of the following:

1. Participation in workshops.
2. Writing assignments.
3. Producing videos based on the topic of the text.
4. Participation in the Sastra Sanjeevani programme.
5. Presentation of the topic in the Vagvardhini Parishad.

****Note:** The university may modify/add the required changes as per it's needs. It may include Project work/Practical work (Subjectwise/Classwise) etc. as the case may be. This Framework is purely proposed in nature.

PROPOSED CREDIT DISTRIBUTION

- The proposed credit distribution for Double Majors B.A. Hons. (Sanskrit) and General Disciplines is as follows:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
		4	0	0	4

**Note: All the courses are already given with a Proposed Credit Distribution, which is purely proposed in nature. The university may assign credits to tutorials/practical as the case may be and according to their assessment strategies.

PART - I